GUIDE *to* Education

Junior High School Handbook
1992-93

Alberta

EDUCATION

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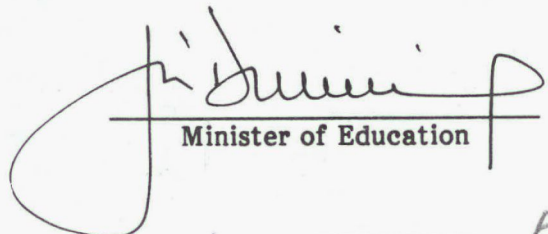   Fax 427-0591

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GUIDE *to* Education

Junior High School Handbook 1992-93

This document supersedes the **Guide to Education: Junior High School Handbook 1991-92.** All changes to Alberta Education requirements contained in this document are effective the first day of the **1992-93** school year as defined by the local school authority.

I, Jim Dinning, Minister of Education by virtue of the power delegated to me under section 25(b) of the **School Act,** hereby authorize this handbook for use in Alberta schools.

Minister of Education

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This document is printed on recycled paper.

This handbook contains information on a wide variety of topics.
Some statements indicate mandatory action; others suggest
procedures that are discretionary. Those statements that are
requirements of Alberta Education are screened.

Δ **Changes in
content**

The delta sign (Δ) is used in the left-hand margin to indicate
sections where major changes have occurred. A brief explanation
is provided beside each sign.

All references to the **School Act** are to the **School Act**, Statutes of
Alberta, 1988, Chapter S-3.1 as amended by the School
Amendment Act, 1990, consolidated July 12, 1990, with
amendments in force September 1, 1990.

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FOREWORD

Alberta is experiencing fundamental changes in its economic, social and cultural fabrics. Education is the key to our young people being full partners in shaping a global future . . . in shaping our province's and our nation's future. The vision for education announced by the Minister of Education, Jim Dinning in November, 1990 sets a direction. It builds on the strengths of Alberta's schools. The initiatives in **Vision for the nineties . . . a plan of action**, October, 1991, describe improvements that will help to ensure all our young people get the education they need. These initiatives reflect Alberta Education's leadership role in developing programs for students, in setting standards and directions for education and expectations for our partners, and in supporting improvements that better meet students' needs.

The initiatives and directions that have been outlined in **Vision for the nineties . . . a plan of action** document have begun to be reflected in this handbook. For example, the revised philosophy of schooling for early adolescents (pages 1 to 4) incorporates a number of the same ideas found in **Vision for the nineties . . . a plan of action**. The provision for students to take senior high school courses while still enrolled in junior high school (pages 22 and 23) reflect a results orientation to curriculum.

Further revisions to this handbook will continue to reflect the initiatives and directions set out in **Visions for the nineties . . . a plan of action**.

The **Junior High School Handbook** accompanies the **Elementary School Handbook (ECS to Grade 6)** and the **Senior High School Handbook** in the three-volume set titled **Guide to Education**.

The **Junior High School Handbook** is published by Alberta Education for the use of administrators, teachers and others interested in the delivery of junior high school education. It is intended to serve the following purposes:

a. to identify program requirements specified by Alberta Education

b. to provide information about the characteristics of students enrolled in junior high schools

c. to communicate procedures that have proven to be useful in organizing and operating junior high schools, and to encourage school systems to organize schools to meet the needs of their students.

Early adolescence is a critical period when students are experiencing physical, emotional and social changes while at the same time experiencing the transition from elementary to junior high school. Therefore, the first section of this handbook addresses the nature of early adolescence and the dynamic, diverse and changing needs of junior high school students. This focus on the student is integral to all school programming and reflects the emphasis of the **School Act**. The philosophy statement in this section expresses the significance and uniqueness of education for early adolescents.

This handbook draws together information essential to school administrators. Policies, procedures and organizational information required to operate a junior high school are included, or directions given for obtaining this information.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and responsibility at the local level. Screened text indicates mandatory requirements taken from the **School Act**, regulations, policies and procedures.

Δ **Clarification of definition**

References to "boards" and "schools" in this document are in accordance with definitions used in the **School Act**. In this handbook, **"local school authority" means the board of a public or separate school district, a school division or county, the operator of an accredited private school accredited by the Minister under section 22(2) of the School Act and a school operated by the Minister (such as the Alberta Distance Learning Centre and the Alberta School for the Deaf).**

Additional copies of this handbook are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this document, or questions regarding its content, should be addressed to the **Deputy Director, Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129).

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EARLY ADOLESCENTS:
Philosophy of Schooling

Δ **Expanded philosophy
of schooling**

1 Aim

Instruction for early adolescent students is offered in many differing organizational structures. These include K–12 schools, middle schools, junior high schools and secondary schools. Regardless of the structure, teachers and administrators should provide an educational experience designed to meet the needs and interests of early adolescents in the context of the common aim of all levels of schooling:

To develop the knowledge, skills and positive attitudes of individuals so they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

2 General Programming Principles

Principles of programming applicable to all levels of schooling:

a Progress and Achievement

Student progress and achievement are of paramount importance. Clear expectations are established in and across subjects, at different levels. These expectations are for all students. Students can make individual continuous progress on the basis of achieving established educational standards.

Programming should facilitate the continuous progress of students, with teachers using a variety of diagnostic, instructional, assessment and reporting methods.

b	**Challenge and Success for Students**	Successful attainment of learner expectations is expected of all students. High expectations result in high attainments. Growth in learning and motivation to achieve, build on previous learning and success. With success in interesting and challenging tasks, students gain confidence and personal satisfaction.

Programming should be based on diagnostic assessment. Each student should be challenged to attain a level of learning beyond the learner expectations already attained (see provisions for taking high school courses outlined on pages 22 and 23). The required instructional support should then be provided to ensure successful experiences for each student. Many types of instructional groupings, including cross ability grouping, can offer opportunities for all students to be successful in school. |
| **c** | **Focus of Instruction** | The individual student is the focus of instruction. Students learn at different rates and in different ways. They have different interests, aptitudes, life experiences and cultural backgrounds. This does not mean that programming must be completely individualized, but that through a combination of large and small group, as well as personalized instruction, a teacher reaches and responds to all students. Recommended instructional times for each subject have been proposed, based on judgments regarding the time required for most students to attain the learner expectations.

Programming should be sensitive to the uniqueness of the individual and sufficiently flexible to meet a variety of student needs. Different strategies and resources may be used. Time is one resource, and differing amounts of time need to be provided for some students to attain successfully the learner expectations. |
| **d** | **Continuity of Learning** | Continuity of learning experiences facilitates learning. Learning proceeds from the known to the unknown, with new learning integrated into what is already known. Learning may be enhanced when it takes place in groups. When learning experiences are connected and shared, remembering, recalling and transferring information to different contexts is easier.

Programming should ensure smooth transitions and shared experiences through providing links among students, schools and levels of learning. Teams of teachers and administrators within and between schools can work together to promote continuity in their learning communities. Some students in junior high school settings may be working at elementary school levels of curriculum, while others can be challenged by working at senior high school levels. Teachers should clarify for students the relationships between and among subject areas and between subjects and real-life experiences.

Please refer to **Transition to Secondary Schooling**, Alberta Education, 1987, for more information. |

e	**Interrelated Growth and Development**	Intellectual growth is influenced by social, emotional and physical growth. Together with families and other institutions, schools should promote and facilitate all aspects of a student's personal growth and development—the physical, emotional, aesthetic, social, moral, personal and cultural, as well as the intellectual. Although the major responsibility of schools is to promote intellectual growth, students must be viewed holistically.

Children have different learning styles, temperaments and personal motivations, and these factors affect what and how they learn.

Within any grouping of students there will be a wide range of individual differences that necessitate a variety of instructional strategies, student groupings and learning activities. Even though the learner expectations for students are presented in a graded curriculum, children may achieve these objectives at different ages and in different ways.

Programming should contribute to all areas of development. Each area should be viewed as important in its own right, and essential in the planning of a well-rounded program for students. For example, setting clear expectations for behaviour facilitates social and emotional growth which in turn facilitates intellectual growth.

f	**Family Influences**	The family, in its various forms, provides a significant learning environment for all children. Education is a shared responsibility. Schooling is enhanced when family members and other care givers are aware of and support children's efforts and achievements.

Programming should support and promote the involvement of the family and other care givers in school activities and individual student programs since the child's education is a shared responsibility.

g	**Community Partnerships**	The community which benefits from the system shares a responsibility to contribute to the continuing and extension of education. Learning is enhanced and made more relevant when real-life applications are apparent. Students' learning can be enhanced by the identification with positive role models and exploration of career possibilities. The well-being of the student may be enhanced by other public agencies which provide services to students.

Schools also contribute to the community through service contributions of students.

Programming should explore ways of using accomplished members of the community, such as scientists, performing artists and community leaders more extensively in schools, in both instructional and non-instructional ways in support of and in association with teaching staffs.

Programming should develop direct and effective linkages with public and private agencies in the community.

3 Programming Principles for Early Adolescents

An effective school program for early adolescents is one that accommodates their dynamic and diverse needs and, at the same time, organizes according to the principles common to all levels of schooling.

Principles of programming specific to the needs of early adolescents:

a Junior High Schooling Provides a Transition

Where a junior high school organizational structure is in place, efforts should be made to reduce the anonymity and isolation some students experience as they change schools or divisions within a school. The environment should be conducive to learning for all students and supportive of individuals.

Transition is not a single event, but a normal, continuous process experienced by all students as they progress into and through the secondary school years. Based on principles of child development and the context within which learning takes place, attention to the process of transition may enhance success in learning.

Programming should provide for a school climate in which meaningful relationships can develop among students and between adults and students. Instruction should assist students to extend the learning achieved in elementary school to higher levels, enabling them to explore a wider range of interests and pursuits in preparation for later learning.

Please refer to **Transition to Secondary Schooling**, Alberta Education, 1987, for more information.

b Specific Developmental Characteristics

As early adolescents, junior high school-aged students have specific developmental characteristics and needs. Cognitively, they are maturing into more logical thinkers, but are still largely "present-oriented". New learning experiences need to be presented concretely, in the context of students' own experiences. Physically, they require assistance and guidance to understand the changes they are undergoing and assistance in understanding the feelings attached to those physical changes. Socially and emotionally, young adolescents are trying to define their own identity and value system. Peer group relationships are highly important to them, as are relationships with significant adults. Junior high school-aged students exhibit considerable variability in their levels and rates of development.

Programming should be sensitive to the many changes taking place in the lives of students. Support and advice should be readily available to both individual students and groups. Opportunities should be provided for students to interact with peers, explore new areas of learning, channel growing independence, help others in the school and community and to use developing skills as appropriate.

EARLY ADOLESCENTS:
Goals and Objectives of Junior High School

1 Introduction

The following statements of goals direct education in Alberta's schools. These goals are the basis from which specific learning expectations for various subjects and grades are developed. The goals were adopted by order of the Minister under section 25(1)(f) of the **School Act.**

Schools make an important contribution to education. But school is only one of the agencies involved in the education of youth. The home, church, media and community organizations also have significant influence on children. It is useful, therefore, to be clear about the role of schooling in education. Education refers to all the learning experiences the individual has within the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a close relationship between schooling and education: the learning that occurs in school influences and is influenced by what is learned outside the school.

2 Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning

- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles

- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others

- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations

- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society

- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours

- develop an appreciation for the role of the family in society

- develop an interest in cultural and recreational pursuits

- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment

- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

3 | Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing

- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner

- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being

- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels

- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

4 Desirable Personal Characteristics

The following statement was also passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that human beings are unique and are uniquely related to their world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

Respectful	– has respect for the opinions and rights of others, and for property.
Responsible	– accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	– behaves in an open, consistent and equitable manner.
Tolerant	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

	Honest	– is truthful, sincere, possessing integrity; free from fraud or deception.
	Kind	– is generous, compassionate, understanding, considerate.
	Forgiving	– is conciliatory, excusing; ceases to feel resentment toward someone.
	Committed to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
	Loyal	– is dependable, faithful; devoted to friends, family and country.
b Intellectual Characteristics	Open-minded	– delays judgments until evidence is considered, and listens to other points of view.
	Thinks critically	– analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
	Intellectually curious	– is inquisitive, inventive, self-initiated; searches for knowledge.
	Creative	– expresses self in an original but constructive manner; seeks new solutions to problems and issues.
	Pursues excellence	– has internalized the need for doing his or her best in every field of endeavour.
	Appreciative	– recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.
c Social/Personal Characteristics	Cooperative	– works with others to achieve common aims.
	Accepting	– is willing to accept others as equals.
	Conserving	– behaves responsibly toward the environment and the resources therein.
	Industrious	– applies self diligently, without supervision.
	Possesses a strong sense of self-worth	– is confident and self-reliant; believes in own ability and worth.

Persevering	– pursues goals in spite of obstacles.
Prompt	– is punctual; completes assigned tasks on time.
Neat	– organizes work in an orderly manner; pays attention to personal appearance.
Attentive	– is alert and observant; listens carefully.
Unselfish	– is charitable, dedicated to humanitarian principles.
Mentally and physically fit	– possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

5 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are from the policy statement **Secondary Education in Alberta** (1985), which established the direction for junior high program and course development. The policy statement is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

b Goals of Secondary Education

Education should help students recognize, make and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively, to acquire and apply problem-solving skills, to apply principles of logic, and to use different modes of inquiry;

- master effective language and communication skills, including the ability to use communications technology;

- acquire basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society;

- learn about the interdependent nature of the world, through a study of history, geography, and political and economic systems;

- become aware of the expectations, and be prepared for the opportunities of the workplace—expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;

- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences;

- learn about themselves and develop positive, realistic self-images;

- develop constructive relationships with others, based on respect, trust, cooperation, consideration and caring, as one aspect of moral and ethical behaviour;

- develop cultural and recreational interests and realize personal aspirations.

6 Essential Concepts, Skills and Attitudes

The **Secondary Education in Alberta** (1985) policy states the development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment.

To prepare students for responsible citizenship in an ever-changing society, certain concepts, skills and attitudes are essential. These are identified in the publication, **Essential Concepts, Skills and Attitudes for Grade 12** (Second Draft 1987). It is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The concepts, skills and attitudes are listed under 10 categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

These 10 categories are relevant for all courses at the junior high school level. The essential concepts, skills and attitudes are used to guide the design, implementation and evaluation of courses and programs for junior high school. The catalogue is also useful for designing locally authorized complementary courses.
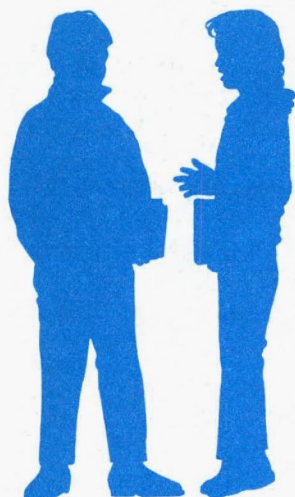
EARLY ADOLESCENTS:
Developmental Characteristics of Early Adolescents

1 Introduction

This section further defines the needs of the learner, as they are addressed in the policy statement **Secondary Education in Alberta (1985)**. The recognition of the unique developmental characteristics of junior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the junior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn. Therefore, the education system must understand students' cognitive, social and physical development. An informed education system aims at meeting and extending students' development through appropriate activities and teaching methods.

The following information is intended to encourage the cognitive, social and physical development of junior high students. It is critical to remember each student has a unique developmental schedule.

A more complete description of students' developmental characteristics can be found in four Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain (1987); Students' Interactions, Developmental Framework: The Social Sphere (1988); Students' Physical Growth, Developmental Framework: Physical Dimension (1988); and The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development (1991)**. These are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

2 Physical Development

Young adolescents are concerned with their physical development. For some, physical development, or lack thereof, is the central theme in their lives.

Adolescents must contend with rapid skeletal development, characterized by accelerated and frequently uneven growth. The two halves of the body may grow unevenly. Hands and feet tend to lengthen before arms and legs, while the torso is the last to undergo a growth spurt. During the adolescent's growth spurt, there may be a period of temporary clumsiness. This awkwardness may be due to differential growth of various body parts and a changing sense of balance.

The onset of puberty results in voice changes and muscular development in boys, and menses and more rounded figures in girls. These changes often result in self-consciousness and embarrassment. As young adolescents attempt to adjust to the physical changes, they frequently become concerned with their physical appearance, experiencing feelings that range from pride to anxiety.

Adolescents vary greatly in their motor development. During adolescence, both sexes are capable of vigorous physical activity. Adolescence is a time for skill refinement and for learning a wider variety of motor skills. Those with good fundamental skills and a wide variety of motor experiences can accomplish significant motor performance feats, even if they did not train intensely as children. Others, less able to perform fundamental motor skills, have little interest in learning such skills.

In the junior high grades, students are required to write a great deal more. This can be difficult for students whose fine motor control is not effortless or automatic. For students with fine motor difficulty, a word processing program on a computer can make the writing process more manageable.

Educators keep these physical changes in mind so they can make appropriate modifications and allowances in instruction. A teacher's understanding of these changes and encouragement to participate in physical activities can help students accept and cope with these physical developments.

3 Cognitive/ Intellectual Development

Cognitive and intellectual changes also occur during early adolescence, although these changes are not as easy to observe as physical changes.

Students' cognition is characterized by their ability to think logically about things and events in their immediate experience. Junior high students are notoriously "present-oriented". Until the abilities to project and to hypothesize develop with formal operational reasoning, students have little access to the past and future. At this stage, students depend on personal or tangible experience. Where they haven't had the experience themselves, they will trust others who have.

During adolescence, students are able to coordinate two aspects of a problem at the same time. They use a "linking" type of reasoning—joining one thing to another. This helps them mentally to reverse actions and see a second viewpoint. This ability to reverse operations also means the student can build a classification and break it back down into subgroups.

With adolescence, students undergo a transformation in their thinking processes. They are not as concrete in thinking skills as children, but they still need concrete representations and other contextual aids to understand abstract concepts. Through learning to use more differentiated and analytical forms of thinking, early adolescents can move away from concrete, experience-based thinking to more abstract representations of concepts and ideas. As early adolescents master concrete operations and begin to develop formal operations, they begin to think reflexively. That is, they begin to be able to think about their own thoughts. This "reflexive thinking" allows them to form sophisticated self-concepts that are shaped by interaction between their experiences and new powers of reasoning. Some early adolescents may begin to move from the concrete to the abstract. It is important to note that this transition will not occur for all of these students at this time. Often it occurs in high school.

Junior high school students can be encouraged to take small steps toward this transition by being given opportunities in which concrete representations and contextual aids are used to facilitate the understanding of an abstract concept. Awareness of the development of abstract reasoning and reflexive thinking is important for successful teaching at the junior high level.

4 Social Development

Early adolescents need to view themselves as valuable, able and responsible people. The web of social interactions experienced by early adolescents is intricate and has impact on the way young people think, feel and act.

Although early adolescence is often characterized as a period of stress, in truth most adolescents manage a fairly smooth transition from being a child to being an adult. What may be perceived as problematic may simply be the adolescent's lack of sophistication in implementing new behaviours. Adolescents are able to cope by managing one problem at a time: now examinations; now permission to stay out late; now achieving membership in a desirable peer group.

Emotions are strong and, at times, volatile, as adolescents seek appropriate expression and outlets. Adolescents apply thinking skills learned in the elementary years to learning in the social domain. Because emotional control based on reflection is not perfected at this age, early adolescents can be surprising in the inconsistency of their emotional responses. At one moment they can act in an adult manner, and the next revert to relatively childish behaviour. In a sense, they are practising to be adults.

Early adolescence is a time when the sense of identity is changing and greater independence occurs. Affiliation with the family is gradually complemented by the need for companionship and acceptance by peers. This is demonstrated by a prevalence of social cliques, and emphasized by the importance of the peer group.

Students' perceptions and feelings about themselves are powerful influences on their behaviour. The teacher's awareness and acceptance of the social, emotional needs of the students can help them develop a healthy self-image, an internally consistent value system and appropriate outlets for expressing emotions.

Adolescence is a time of adjustment, but also a time of discovering new strengths and abilities. It is a period when students are in the process of integrating their emerging potential into a unique sense of self and are developing life goals consistent with their interests and abilities.

Programming
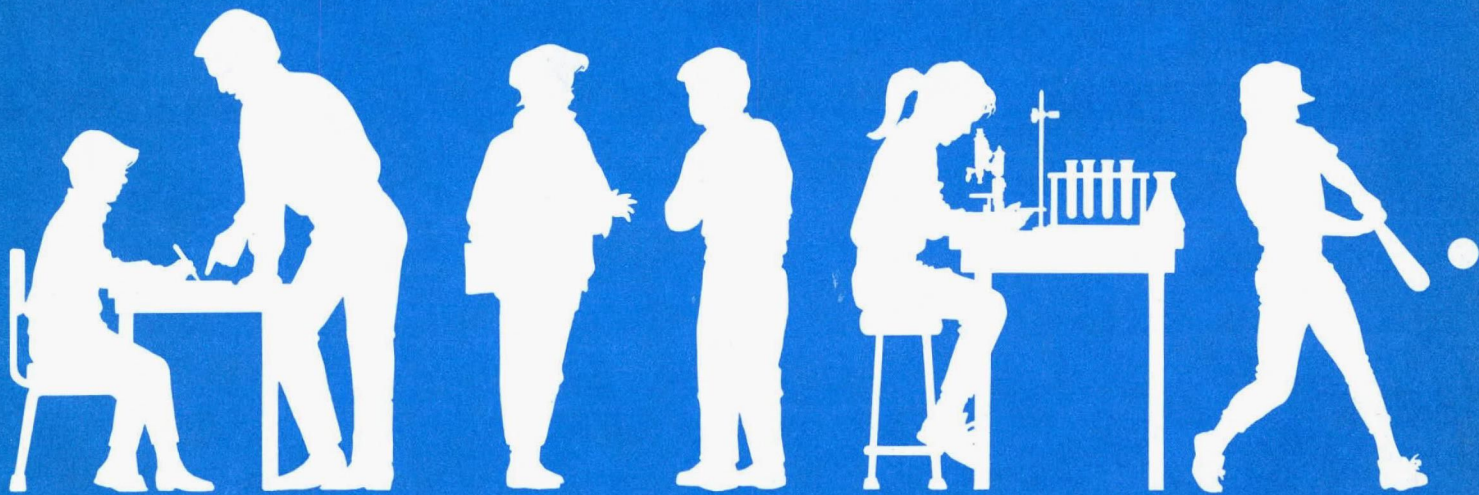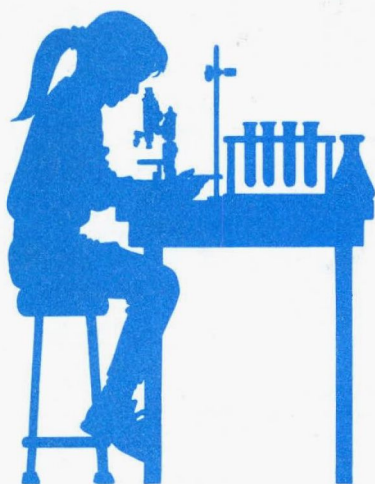
PROGRAMMING:
School Program Organization

1 Introduction

Local school authorities are encouraged to develop methods of organization and program delivery that best meet the educational needs of their students. Courses at the junior high school level are designed so the knowledge, skills and attitudes identified can be achieved within a minimum time allotment. Some students can acquire the knowledge, skills and attitudes specified in the course of studies in less than the recommended minimum time, while others will require more time.

Priority should be given to offering a program that enables students to meet the requirements of the core courses and to have some opportunity for choosing complementary courses.

Heterogeneous groups of junior high students should be encouraged wherever possible. Decisions about placing students in special categories, such as the Integrated Occupational Program, should be based upon accurate information about the abilities and interests of each student.

Courses of study in the junior high school fall into two categories, core and complementary. The combination of core and complementary courses is designed to provide all students with a body of skills, knowledge and positive attitudes that meet their diverse needs, capabilities and aspirations.

The core courses, which are compulsory for all students, are English language arts, social studies, mathematics, science, physical education, and health and personal life skills.

The complementary courses include the practical arts, fine and performing arts, second languages, ethics, and locally authorized courses such as religious studies.

Details regarding the general and specific learner expectations of core and complementary courses are contained in the programs of study and are developed further in the respective curriculum support documents.

2 Instructional Time

To ensure equitable access of opportunity for all junior high school students, a minimal number of instructional hours are specified.

In accordance with section 25(1)(c) of the **School Act**, schools are required to ensure junior high students have access to 950 hours of instruction per year at each grade level. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained. Instructional time does not include: teachers' convention, professional development days, parent-teacher interview days, teachers' planning days, staff meetings, statutory and local school authority-declared holidays, lunch breaks, recesses, breaks between classes and extra-curricular activities.

△ Clarification

a Core Courses

A student shall have access to a minimum of 650 hours of instruction per year in core courses.

A course at the junior high school level represents a set of specific knowledge, skills and attitudes. Most students can achieve these in the recommended minimum times indicated below. It is recognized that some students can acquire the knowledge, skills and attitudes specified in the course of studies in less than the recommended minimum time while others will require more time.

- The **recommended** minimum time allotment (hours per year) for each core course is:

English Language Arts	150	hours per year
Health and Personal Life Skills	50	hours per year
Mathematics	100	hours per year
Physical Education	75	hours per year
Science	100	hours per year
Social Studies	100	hours per year

- Within the 650 hour requirement, 75 hours of unspecified instructional time in core courses is available, to be assigned by the principal, taking into account the best interests of the students and local circumstances.

- For schools offering instruction in a language other than English (**School Act**, sections 5 and 6), the above time recommendations for core courses apply. In addition, it is recommended there be a minimum of 150 hours of language arts in the language of instruction.

b Complementary Courses

A student shall have access to a minimum of 225 hours of instruction per year in complementary courses and shall be enrolled in at least three complementary courses. Of these three courses, at least two shall be provincially authorized.

For schools offering instruction in a language other than English (**School Act**, sections 5 and 6), students shall select a minimum of one provincially authorized complementary course.

It is recommended that the two provincially authorized courses be scheduled for at least 150 hours in total.

Subject to the foregoing conditions, students may enroll in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized. The complementary courses are categorized as follows:

Practical Arts
Agriculture: Land
    and Life
Business Studies
Computer Studies
Home Economics
Industrial Education
Typewriting

Fine and Performing Arts
Art
Drama
Music   (General)
         (Choral)
         (Instrumental)

Second Languages
French
German
Ukrainian
Blackfoot
Cree

Other
Environmental and Outdoor
    Education
Ethics
Religious Studies
Locally Authorized Courses
(see page 22)

- **Grades 7, 8, 9 Sequence:** Students should be encouraged to continue in Grades 8 and 9 with at least one of the complementary courses selected in Grade 7.

- **Religious Studies:** Religious studies may be offered at the discretion of the local school authority (under section 33 of the **School Act**).

- **Typewriting:** This course is no longer available as of August 31, 1992.

- **Ethics:** Although this course is assigned a single course code, it may be offered in Grades 7, 8 or 9.

- **French as a Second Language:** The new provincial French as a second language program at the junior high school level is designed for a minimum of 75 hours of instruction per year. Sufficient exposure and interaction time in French will be an important factor in students' communicative growth. School jurisdictions offering substantially less than 75 hours of instruction per year should offer the program as a locally authorized course rather than as a provincial course.

  The **Beginning** level French as a second language program will replace the six-year French as a second language program commencing September 1992.

  The French N course sequence is for those students who began a nine-year French program in the elementary grades.

- **Other Second Language Courses:** The two-year junior high German program may be offered in any of Grades 7, 8 or 9.

  The Government of Alberta has recognized the multicultural nature of the province through the **Alberta Cultural Heritage Act** (1984) and the **Language Education Policy for Alberta** (1988). Accordingly, Alberta Education encourages local school authorities to develop second

language courses to meet the needs of the local community when such courses are not available as provincially authorized courses. Guidelines and procedures for the development and approval of these second language courses are contained in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). Further information is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

Within the 950 hour requirement, 75 hours of unspecified core and/or complementary instructional time is available, to be assigned by the principal, taking into account the best interests of students and local circumstances.

Minimum Core Time	650	hours per year
Minimum Complementary Time	225	hours per year
Unspecified Core and/or Complementary Time	75	hours per year
Total Minimum Instructional Time	950	hours per year

The programs referred to in this handbook are designed to meet the needs and abilities of most students. Where a substantially different program plan is proposed for a group of students, authorization shall be obtained by the superintendent from the appropriate Director, Regional Office of Alberta Education.

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c	**Integrated Occupational Program Core and Practical Arts Courses**

A student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9.

- The recommended time allotment for Integrated Occupational Program courses is:

Minimum Core Time	575	hours per year
Minimum Practical Arts Time	225	hours per year
Unspecified Time	150	hours per year
Total Instructional Time	950	hours per year

- The Integrated Occupational Program practical arts component includes business education, personal and public services and technical/occupational courses. Instruction at both Grade 8 and 9 must include at least two of these courses (refer to page 17 of the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991) for further information).

- Unspecified time of 150 hours may be used to provide additional instructional time in Integrated Occupational Program academic core courses, practical arts courses and/or complementary courses.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991), and in the Alberta Education Policy Manual, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

3 Course Code Numbers

To assist school administrators in completing the School Program Plan, the course code number for each of the courses (by grade) is listed below.

Δ **New information**

In keeping with the organizational and program delivery structures that best meet the educational needs of students, it is recognized that not all students registered in a Grade 7 course (7000) have attained the same levels of proficiency. The same applies to students enrolled in Grade 8 (8000) or Grade 9 (9000) courses.

Core Courses	Grade 7	Grade 8	Grade 9
English Language Arts	7100	8100	9100
French Language Arts*	7101	8101	9101
Ukrainian Language Arts	7102	8102	9102
Français*	7103	8103	9103
Mathematics	7110	8110	9110
Physical Education	7120	8120	9120
Health and Personal Life Skills	7130	8130	9130
Science	7140	8140	9140
Social Studies	7150	8150	9150

*Note: French Language Arts is intended for immersion students. Français is intended for francophone students.

Complementary Courses	Grade 7	Grade 8	Grade 9
PRACTICAL ARTS			
Agriculture: Land and Life	7300	8300	9300
Business Studies			9421
Computer Studies	7431	8431	9431
Home Economics	7330	8330	9330
Industrial Education	7340	8340	9340
FINE AND PERFORMING ARTS			
Art	7310	8310	9310
Drama	7320	8320	9320
Music (General)	7390	8390	9390
Music (Choral)	7400	8400	9400
Music (Instrumental)	7410	8410	9410
SECOND LANGUAGES			
Blackfoot [1]	7369	8369	9369
Cree	7361	8361	9361
French (Beginning Level)[2]	7352	8352	9352
French (Six-Year Program)[3]		8350	9350
French N (Nine-Year Program)	7351	8351	9351
German		8360	9360
Ukrainian	7380	8380	9380
Other	7550	8550	9550
OTHER			
Environmental and Outdoor Education	7570	8570	9570
Ethics		8460	
Religious Studies	7450	8450	9450
Locally Authorized Courses	7470	8470	9470

1. Corrected course codes.
2. New courses.
3. French (Six-Year Program) will be dropped in Grade 8 as of August 31, 1993 and in Grade 9 as of August 31, 1994.

Integrated Occupational Program Core and Practical Arts Courses	Grade 7	Grade 8	Grade 9
English Language Arts	n/a	8104	9104
Social Studies	n/a	8151	9151
Science	n/a	8141	9141
Mathematics	n/a	8111	9111
Technical/Occupational	n/a	8601	9601
Business Education	n/a	8611	9611
Personal and Public Services	n/a	8621	9621

4 Elective Components of Core and Complementary Courses

Each junior high course has an elective component designed to provide opportunities to adapt and enhance the required portion of each course to meet the diverse needs and capabilities of individual students.

The elective component allows for adaptation of content, teaching strategies, instructional time or learning resources to meet specific individual student and/or group needs by:

- providing enrichment and additional assistance to individual students
- providing opportunities for innovation and experimentation to meet students' needs.

The elective component is not intended to provide acceleration or advanced placement, and therefore avoids unnecessary and substantial overlap with other courses at a higher level.

The maximum time allotment for the elective component of each core course is designed to be 20% of the instructional time. The maximum time allotment for the elective component of each complementary course is designed to be 30% of the instructional time.

5 Locally Authorized Junior High School Complementary Courses

Locally authorized junior high school complementary courses provide instructional opportunities that enable school jurisdictions to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

For further information on locally authorized junior high school complementary courses, refer to the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 Senior High School Credits for Students in Junior High School

Δ New section

Secondary education programs must recognize and must be adapted to accommodate the wide range of developmental needs, abilities and differences that exist among students.

A junior high school student who is able to demonstrate attainment of the learner expectations of a course in less than the local junior high school's scheduled time may be challenged in different ways. The student may be offered an opportunity

to take one or more senior high school courses at either the junior high school or to attend a senior high school part-time.

This will allow a student who has attained the knowledge, skills and attitudes of a junior high course, in less than the recommended time, an opportunity to challenge a subsequent senior high school course. Principals shall not allow a student to replace the appropriate Grade 9 course with a senior high course. The student must complete the junior high courses before attempting the senior high school courses.

If senior high school courses are offered at a junior high school, the junior high school principal shall record these courses on the School Program Plan form. Schools that offer senior high school courses to junior high school students shall follow the program of studies developed for those high school courses.

A student will receive credits and marks for high school courses successfully completed. The junior high school principal will forward the student's final marks to the **Information Services Branch** and also to the principal of the receiving senior high school.

7 School Program Plan

Prior to school opening, the School Program Plan form is sent to all schools having junior high school grades. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the School Program Plan form, the principal and superintendent certify the departmental requirements outlined have been or will be met.

The principal shall describe all special or unusual circumstances relative to the school organization in the space provided on the School Program Plan form. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the School Program Plan to the appropriate **Director, Regional Office of Alberta Education.**

In the case of private schools, responsibilities of the superintendent of schools referred to in this handbook shall be assumed by the principal.

8 Student Attendance

- Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 (**School Act**, section 8(1)).
- Section 44(3)(b) of the Act allows local school authorities to make rules respecting the attendance of students at school.
- Section 7 of the Act sets out expectations for students' conduct, including regular attendance at school.

9 Student Placement and Promotion

Placement of students in junior high school and promotion to Grade 10 are determined by the principal of the junior high school, subject to policies of the local school authority.

10 Provincial Achievement Testing Program

The Provincial Achievement Testing Program provides Alberta Education, school jurisdictions and the public with information on students' achievement at the provincial and local levels. This program is not intended to provide information to be used for student placement or promotion.

Δ Updated
   information

Achievement Test Schedule:

To ensure consistent and accurate results, the achievement tests must be administered on the scheduled dates and may not be rescheduled. Schools should reserve the dates listed below for Achievement Test Administration.

Tuesday, June 8, 1993

Tuesday, June 14, 1994

For further information on Achievement Test Administration, please see the **General Information Bulletin: Achievement Testing Program** available from the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-0010, Fax 422-4200).

PROGRAMMING:
Program and Course Information

1 Instruction in Languages Other than English

a Students Identified Under Section 23 of the Canadian Charter of Rights and Freedoms

Section 5 of the **School Act** states that where individuals have rights under section 23 of the **Canadian Charter of Rights and Freedoms** to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. School jurisdictions should refer to the **Language Education Policy for Alberta** (1988) and the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

b French Immersion Programs

According to section 6 of the **School Act,** a local school board may authorize the use of French as a language of instruction. School jurisdictions are asked to refer to the French Language Immersion Regulation and the **Language Education Policy for Alberta** (1988). Additional information is available from the **Alberta Education Policy Manual** and the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

c Bilingual Programs

According to section 6 of the **School Act,** a school board may authorize the use of a language other than English or French as a language of instruction. The maximum amount of time a language other than French or English may be used for instructional purposes is 50% of the school day. A Ukrainian language arts program is available provincially. School jurisdictions are asked to refer to the Languages Other than English or French Regulation,

the **Language Education Policy for Alberta** (1988) and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). Additional information is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

2 Second Language Programs

Second language courses have been developed provincially for Blackfoot, Cree, French, German and Ukrainian.

Information on French as a second language is outlined on pages 18 to 20. The Cree and Blackfoot programs are intended for students beginning their study of these languages in Grade 1; however, the programs may be adjusted to meet the needs of students who commence their studies at a later stage. A two-year program is available in German. A Ukrainian program is available for students beginning the study of this language in Grade 7. Further information is available from the **Alberta Education Policy Manual**; the **Language Education Policy for Alberta** (1988); and the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

3 Integrated Occupational Program

The Integrated Occupational Program is available to students in jurisdictions that choose to offer the program. The program is intended for students who continue to experience difficulty learning in the regular junior high program and who require an integrated program that enhances their academic and occupational competencies. The core courses focus on the development of concepts, skills and attitudes necessary for everyday living at home, in the community and on the job. Development in these courses is directed to improving students' attitudes in communication, computation and social relationships. The practical arts courses provide students with the opportunity to apply the concepts, skills and attitudes developed in core courses and, at the same time, prepare them for entry-level job opportunities in various trade and service areas. Community partnership is integral to all Integrated Occupational Program courses.

Δ **Updated information**

School jurisdictions must be able to demonstrate upon the request of Alberta Education that a five-year program is available to students. The 36-level courses are available in September 1992. Agreements between jurisdictions are possible at the local level. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion.

Further information is provided in the Integrated Occupational **Program Information Manual for Administrators, Counsellors and Teachers** (1991) and the **Alberta Education Policy Manual,** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

4 Special Education

Alberta Education makes special provision for the education of exceptional students. Special education support is provided to help local school authorities develop programs for students with educational disabilities as well as programs for gifted and talented students. "Exceptional students" are those students who require a different program or an adaptation or modification to the regular school program. Further information is provided in the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information regarding special education programs, please contact the **Education Response Centres.** The Education Response Centre has two offices, the **Education Response Centre - Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039); the **Education Response Centre - Calgary, 5139 - 14 Street SW, Calgary, Alberta, T2T 3W5** (Telephone 297-4606, Fax 297-5157); or the appropriate **Director, Regional Office of Alberta Education.**

a Program Information

Provision for exceptional students has been made by Alberta Education through the development of a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired.

Course requirements for special education students in regular classes will be identified in the students' individualized program plan (IPP). Where an exceptional student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Alberta Education,** of the reduction and the circumstances making the reduction necessary.

Resources for Special Education and Guidance and Counselling: An Annotated List (1991) can be requested from either the **Education Response Centre - Edmonton** or the **Education Response Centre - Calgary.**

b Education Response Centre

The **Education Response Centre** provides provincial support in special education, guidance and counselling. It identifies provincial special education needs and designs initiatives to meet the needs of students with disabilities as well as the needs of students who are gifted and talented. Further, it is responsible for developing support documents, planning professional development activities, developing special education policies, establishing a reference centre, providing information services, and for operating the Alberta School for the Deaf and the Materials Resource Centres for the Visually Impaired. The **Education Response Centre** also manages contracts for educational services in young offender centres and for regional assessment and consulting services for sensory multi-handicapped students.

5 Community Partnership

Community partnerships are based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking students out into the community.

Using the expertise, talent and resources of community-based service organizations and agencies, business, industry, citizen groups and parents, schools can enrich the educational experiences of students.

In junior high, students may be introduced to the concept of community partnership through such activities as:

- inviting members of the community into the school as guest speakers or for demonstrations
- involving community members in special events (Career Days; Education Week)
- touring local businesses and industries
- sharing resources such as films, videos, booklets, pamphlets, equipment and specialized laboratory facilities
- participating in programs such as work study, job shadowing and mentorships
- being involved in group community partnership projects both in the school and the community.

a Work Study

Work study education provides an opportunity for students to apply in real-life situations the knowledge, skills and attitudes they have acquired through course work in school. It is an experiential component of an approved course or program which is undertaken through a school-community partnership arrangement.

Work study includes experiential learning activities undertaken by a student:

- as an integral part of an approved school course or program
- under the cooperative supervision of the subject area teacher coordinator and the employer.

Junior high work study should take place between 8:30 a.m. and 4:30 p.m., Monday through Friday.

For further information on work study, refer to the **Alberta Education Policy Manual** and the **Work Experience Program Teacher Resource Manual** (1990), available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

6 Alberta Distance Learning Centre
(formerly the Alberta Correspondence School)

The **Alberta Distance Learning Centre** can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

a Registration and Fees

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in **Alberta Distance Learning Centre** courses. Students age 16 and over who enroll directly in **Alberta Distance Learning Centre** courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enroll in **Alberta Distance Learning Centre** courses are the local school authority's responsibility. This applies to students of all ages.

Students who are living in unorganized territories, or who are residing temporarily outside of Alberta, may apply directly to the **Alberta Distance Learning Centre**. Alberta Education will assume the registration fees for Alberta students under 19 years of age and living in unorganized territories.

Students younger than 19 years of age, who are not enrolled in a school operated by a local school authority, may enroll in **Alberta Distance Learning Centre** courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

b Monitoring Student Progress

For students attending school, the **Alberta Distance Learning Centre** will send status reports on students' progress to principals, at regular intervals throughout the year.

c Additional Local School Authority Responsibilities

The principal, counsellor, superintendent or designate, should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for correspondence study and arrange for writing final tests.

d Student Learning Resources

The **Alberta Distance Learning Centre** does not lend textbooks available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). Students attending a school may purchase the required textbooks from the **Learning Resources Distributing Centre** or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in the **Alberta Distance Learning Centre** handbooks by a double asterisk, may be borrowed by a student registered in an **Alberta Distance Learning Centre** course, provided the student submits a refundable deposit. Correspondence Education and in particular the new Distance Education Program involves a variety of non-print materials, such as computer software, laboratory kits, audiotapes and videotapes, which are integral to the program package. Some videos are available from the regional and urban film centres, or from the **ACCESS Network**,

or schools can acquire software, filmstrips and videos direct from the supplier. In other instances, registered students obtain these learning resources as part of the Correspondence/Distance Education package. Course materials are available to students and schools from the **Learning Resources Distributing Centre** at three sales/distribution outlets.

Distance/Correspondence Education Materials (Grades 1-12):

- Print and some non-print materials are available to all non-Alberta Distance Learning Centre registered students and customers from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

- Materials are available to Alberta Distance Learning Centre registered students from the **Learning Resources Distributing Centre,** (Barrhead distribution facility) **Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

- Materials are available to Alberta Distance Learning Centre registered students and who personally come to register and obtain materials from the **Harley Court Facility, 9th Floor, 10045 - 111 Street, Edmonton, Alberta, T5K 2M5** (Telephone 427-2766).

Other learning resources, such as computer software, laboratory kits, audiotapes and videotapes which are integral to a correspondence course package, are available to registered students from the **Alberta Distance Learning Centre**. Please consult **Alberta Distance Learning Centre** handbooks and the **Learning Resources Distributing Centre Buyers Guide** and supplements for availability and cost of learning resources.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the **Student Services Department, Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

| e | **Home Education** (through Alberta Distance Learning Centre) |

Parents or guardians who wish to provide their children with a home education program using **Alberta Distance Learning Centre** courses must offer the program under the supervision of either their resident or a willing non-resident school board. The school board is responsible for the **Alberta Distance Learning Centre** fees for home education students.

Further information is provided in the **Alberta Distance Learning Centre Handbook for Junior High School Students** available from the **Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

For information about home education, refer to the **Alberta Education Regulations** and the **Alberta Education Policy Manual**. The **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507).

The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

7 Native Education

The **Native Education Project** of Alberta Education has been established to provide support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the **Native Education Project**. Contact the **Native Education Project, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2043, Fax 422-5256), for information on available resources.

The project will also help systems deal with issues in Native education about which parents and school employees are concerned, and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course. **Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta** (1987) is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Blackfoot and Cree language and culture programs are also offered in the province. More information on these programs is available from the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

For further information, refer to the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

8 School Library Program

Students in Alberta's schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving the **Goals of Education** for Alberta.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. This exposure to resources helps students to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students' learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for cooperative planning between teachers and teacher librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

Refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries** (1985), **Focus on Research: A Guide to Developing Students' Research Skills** (1990) and the **Alberta Education Policy Manual.** All are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information on school library programs, contact the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129) or the **Provincial Education Consultant, Library and Media, Edmonton Regional Office** (Telephone 427-2952, Fax 422-9682).

9 Educational Technology

Δ **Additional information**

The knowledge, skills and attitudes relevant to technology and its uses are being incorporated into courses and programs wherever appropriate to enhance students' learning. Students are expected to learn the advantages and limitations of technological developments and their impact upon society. The ability to use selected technologies helps students understand and appreciate the process of technological change, gives added depth to programs and provides the basis for the development of skills and understanding.

a Curriculum Integration

The systematic integration of educational technology is a major focus of existing and new curricula. Learning can be enhanced through the use of technology to deliver instruction. In designing learning experiences for students, consideration should be given to the use of technological processes and materials in situations where technology helps meet the needs of students, and where it increases the efficiency of program delivery.

Emerging new technologies such as interactive computer mediated instruction (CAI, CML, CD-ROM), satellite broadcasts, telecommunications and interactive computer/laser disk systems further provide educators with potential to enhance learning and teaching.

Curriculum integration efforts are illustrated by the new **Junior High Computer Studies Program** (1990), the revised **Junior High Social Studies Program** (1989), the **Writing Process Using the Word Processor Inservice Leader's Manual** (1988), and the **Mathematics Computer Integration Guide** (1990).

| b | **Enhancing Teaching and Learning** | As the integration of educational technology proceeds across the curriculum, educators are finding that their ideas about teaching and learning are changing. Educators are finding educational technology has the potential to change what is taught, when it is taught, where it is taught and the nature of teaching and learning. |

Educational technology has been shown to improve the quality of learning, provide more equitable opportunity and access, and ensure greater cost effectiveness.

| c | **Planning and Implementation** | There is a growing interest in developing educational technology plans to improve and/or change education. This trend is due to the increased recognition of the potential of educational technology by policy makers and educators. Three- to five-year educational technology plans are becoming common at the school and school district levels. |

For further information on educational technology integration, applications and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

10 Physical Education Program Exemptions

Δ Clarification

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program includes activities selected to contribute to the attainment of the learner expectations of the physical education program.

In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course:

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	• Statement in writing from parent to principal.	• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted where appropriate.
INDIVIDUAL	Medical	• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.	
CLASS, GRADE OR SCHOOL	Access to facilities	• Initiated by local school authority or parent. • Approved by local school authority. • Exemption shall be registered on the School Program Plan and approved by the Alberta Education Regional Office serving the area.	
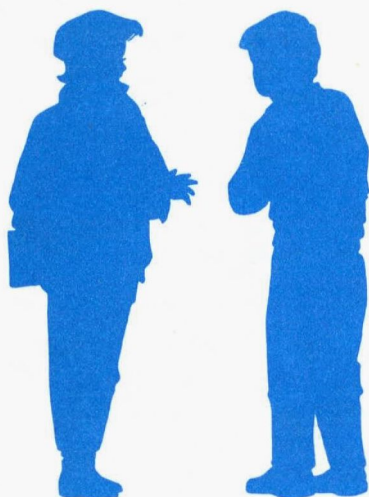
PROGRAMMING:
Assisting Students with Program Planning

1 Students' Choice of Programs

Students' choice of programs is subject to approval of the principal, except where a student (age 16 or over) elects to take correspondence courses. Steps should be taken to secure parents' understanding and concurrence in their children's course selections.

Principals should ensure students are made aware of special programs available to meet their individual needs. Students eligible for French language education under section 23 of the **Canadian Charter of Rights and Freedoms** have the opportunity to complete most of their required course work in French. **Native** students may access resources and programs designed to address needs that reflect and respect Native cultures.

Students in junior high school are required to select complementary courses. Complementary courses, in the junior high school years, are geared toward exploration and experimentation. At least one three-year sequence of courses is encouraged. Teachers, counsellors, principals and parents can assist students in making informed and useful choices regarding courses and activities, and can ease the possible confusion and stress caused by the array of alternatives that may be available.

2 Accommodating Student Differences

Students whose academic achievements do not match their abilities run the risk of underachievement in their current placements. These students need to be identified and provided with additional assistance if they are to achieve to their potential.

Emphasis should be placed on the need for careful assessments, appropriate placements, monitoring of students' progress, monitoring of students' attitude toward school, systematic observations, regular reviews of instructional approaches used and the appropriate use of enrichment and remediation through the elective component of courses. Coordination of services, team communication and flexibility of scheduling are essential.

Self-esteem during early adolescence can be fragile. All students should be provided opportunities for success in non-academic areas through complementary courses and extra-curricular activities.

3 Students' Eligibility for the Integrated Occupational Program

The junior high Integrated Occupational Program provides students with opportunities to acquire, consolidate and expand on concepts, skills and attitudes necessary for successful crossover to regular programs, or to progress to the Integrated Occupational Program in senior high school.

The following criteria have been established which, taken together, may help determine students' eligibility for the Integrated Occupational Program.

- Age – Students must be 12 years and six months of age or older as of September 1 (upon entering Grade 8 of the program).
- Achievement – Candidates for the Integrated Occupational Program have a range of abilities and interests. They demonstrate reading, writing, computational and other levels of achievement below those of their age peers. The differences in their achievement tend to make it difficult for them to experience success in a diploma program.
- Related Factors – Some of the factors that should be considered are: behaviour, motivation, emotional makeup, psychomotor coordination, work habits, attendance, persistence, etc.
- Learning Styles – Candidates will benefit from concrete learning experiences.

Further information on students' eligibility is provided in the **Alberta Education Policy Manual** and the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1991), available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

4 Planning High School Programs

Students should be given assistance in planning their high school programs. Certain courses are obligatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. All students should become familiar with the guidelines when planning their Grade 10 program, in order to avoid possible difficulties in the later high school years. Further information can be found in the **A Credit to Yourself** (1990-91) student booklet, available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

When planning a program, students should keep in mind the credit requirements for graduation from senior high school, outlined on pages 16 to 22 of the **Guide to Education: Senior High School Handbook** (1992-93).

Administration
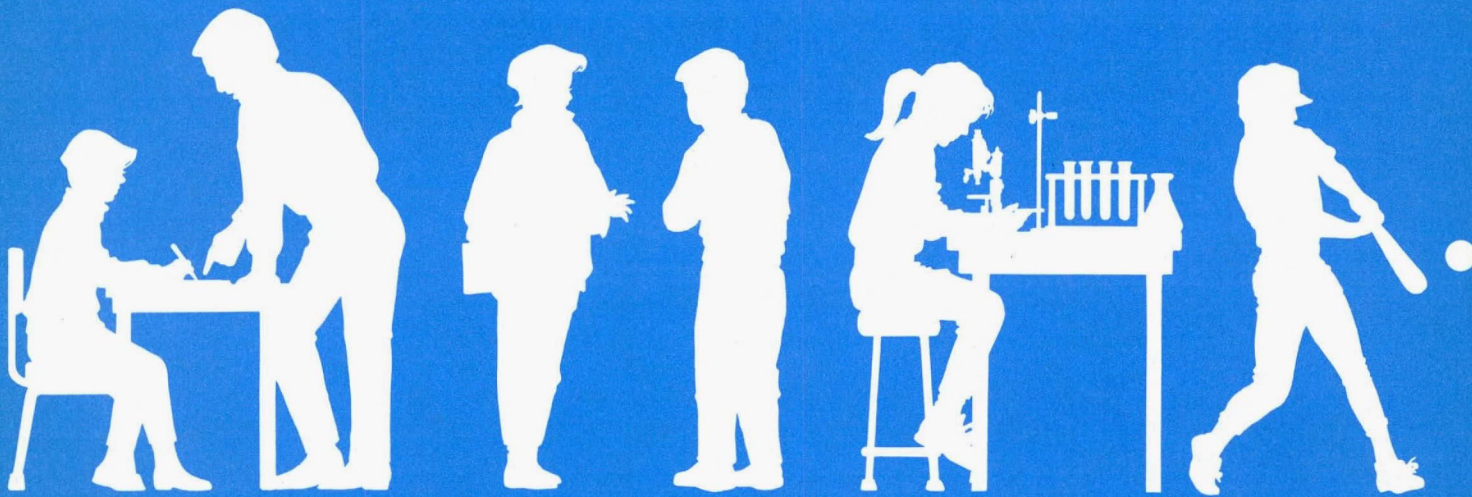
ADMINISTRATION:
Governance of Education

1 The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of local school authorities are outlined in the Act.

The **School Act** gives the Minister the authority to set regulations in particular areas. Regulations provide specificity of matters for which there is regulation-making authority in the legislation. Regulations have the force and effect of law.

Provincial **policies** outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures may be inconsistent with the objectives and underlying principles of the **School Act**.

2 The Alberta Education Policy Manual

The **Alberta Education Policy Manual** contains provincial policies and regulations that affect the operation of schools and has been developed for local school authorities, private schools, private ECS operators and others, for the following purposes:

- to communicate the position of Alberta Education with regard to key policies
- to provide direction to local school authorities, private schools and ECS private operators who wish to access provincial resources
- to provide local school authorities, private schools, and ECS private operators with legislation, regulations, policies and procedures in one document.

The following provincial policies are relevant to the administration of a junior high school.

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a Education Programs

Policy	Document Number
Delivery of Basic Education and Instruction	
Public and Separate Schools	02-01-01
Early Childhood Services	02-01-02
Private Schools	02-01-03
Home Education	02-01-04
Extension	02-01-05
Native Education Projects	02-01-06
Controversial Issues	02-01-07
Distance Education	02-01-08
Special Education Services	
Special Education	02-02-01
Education and Training of Adults with Special Needs	02-02-02
Students in Institutions	02-02-03
Resident Students of Government	02-02-04
Official and Other Languages	
French as a Second Language and French Language Immersion	02-03-01
Languages Other than English or French	02-03-02
English as a Second Language	02-03-03
Practical Arts	
Academic-Occupational	02-04-01
Integrated Occupational	02-04-02
Vocational Education	02-04-03
Off-Campus Vocational Education	02-04-04
Work Experience Education	02-04-05
Community, National and International Education	
Community Schools	02-05-01
Foreign Students	02-05-02
Resources	
Materials Resource Centres	02-06-01
Regional Resource Centres	02-06-02
School Libraries	02-06-03
Guidance and Counselling Services	
Guidance and Counselling	02-07-01

		Policy	Document Number
b	**Referrals and Appeals**		
		Special Needs Tribunal	03-01-01
		Attendance Boards	03-02-01
		Review by the Minister	03-03-01
c	**Provincial Monitoring, Evaluating and Auditing**	Student Evaluation	04-01-01
		Teacher Evaluation	04-02-01
		Program, School, and School System Evaluation	04-03-01
d	**Operations Management**	Disposition of Property	05-01-01
		Insurance	05-02-01
		School Capital Funding and School Buildings and Tendering	05-03-01
		School Closure	05-04-01
		Certification of Teachers	
		Practice Review of Teachers	05-05-01
		Certification of Teachers	05-05-02
		Superintendent of Schools	05-06-01
		Local Program and Course Approval	
		Locally Developed Senior High School Courses	05-07-01
		Locally Authorized Junior High School Complementary Courses	05-07-02
		Locally Developed Religious Studies Courses	05-07-03
		Ministerial Approval of Courses, Education Programs, or Instructional Material	05-07-04
		Chemical Management	05-08-01
e	**School Finance**	School Funding	06-01-01
		Basic Learning Resource Acquisition	06-02-01
		Secondary Education Implementation Credit Allocation Grant	06-03-01
f	**Communicating Education Results**	Annual Education Report	07-01-01
g	**Ministerial Orders and Directives**	Goals of Education	08-01-01
		Goals of Schooling	08-02-01
		Desirable Personal Characteristics	08-03-01
		Information Bulletin on Human Sexuality Education	08-04-01
		Information Bulletin on AIDS	08-05-01

Schools operate under the direct authority of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

3 Regulations

The following sections provide a synopsis of regulations relevant to the operation of junior high schools. For complete regulations, refer to the **Alberta Education Regulations**. The sections of the **School Act** to which these regulations refer are noted, as well as the regulation numbers. The **Alberta Education Regulations** are available from the **Legislative Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2041, Fax 422-6507).

a French Language Immersion
Section 6(2)
Alta. Reg. 36/89

This regulation allows a board to authorize a French immersion program where at least 40% of the instruction is in the French language, by passing a resolution and informing the Minister in writing to this effect.

b Home Education Program
Section 23(3)
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They must notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and they must notify their resident board.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

c Languages Other than English or French
Section 6(2)
Alta. Reg. 38/89

This regulation allows a board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing to this effect.

English shall be used as the language of instruction for not less than 50% of the instructional time for each student, or the equivalent amount of time for a semestered program.

A board may commence a third language course if English is used for not less than 35% of the instructional time, or an equivalent amount of time in a semestered program.

Section 74(2) of the **School Act** allows a board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

| d | **Private Schools**
Section 22(6)
Alta. Reg. 39/89 | This regulation sets out the requirements for registered and accredited private schools.

The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation. |

| e | **Student Evaluation**
Section 25(3)(c)
Alta. Reg. 40/89 | The regulation describes how provincial tests, examinations or other methods of evaluating students' abilities are conducted. It provides for directives to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.

The new regulation also provides for the eviction of a person from an examination, and the right to appeal such a decision; for the security necessary for an evaluation, penalties for violating that security and an appeal mechanism; and for a review of the results of an evaluation and an appeal of that decision to the Minister. |

| f | **Student Record**
Section 18(8)
Alta. Reg. 213/89 | This regulation sets out a list of what the student record (established and maintained by the local school board), shall contain and the length of time it must be retained. It also addresses access to the record. |

| g | **French Language Education**
Section 5(2) | This regulation, still under development, will address the right to a French language education in accordance with section 23 of the **Canadian Charter of Rights and Freedoms** and section 5 of the **School Act**. |

4 Handbooks and Bulletins

Handbooks and bulletins are developed to assist local school authorities, principals and teachers with implementing the objectives and underlying principles of the **School Act**.

Three handbooks (of which this is one) comprise the **Guide to Education**: the **ECS/Elementary School Handbook**, the **Junior High School Handbook** and the **Senior High School Handbook**.

The **Alberta Education Policy Manual** contains details of the relevant legislation, regulations, policies and procedures. This manual should be consulted first when information regarding departmental policy is required.

School Act Information Bulletins provide information and clarification of some sections of the **School Act** on a periodic basis.

Δ Updated information

The following bulletins are available from the **Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2948, Fax 422-4200):

- Achievement Testing Program Bulletins for Grades 3, 6 and 9.
- Assessment Highlights for subjects previously administered.
- Achievement Testing Program, General Information Bulletin.
- Achievement Testing Program, Provincial Report.

Administration:
Instructional Delivery

1 Role of the Principal

Instructional leadership is essential for an effective junior high instructional program. The **School Act** (section 15) states the principal of a school must:

- provide instructional leadership in the school;
- ensure the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the Act;
- evaluate or provide for the evaluation of programs offered in the school;
- direct the management of the school;
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- promote cooperation between the school and the community that it serves;
- supervise the evaluation and advancement of students;
- evaluate or provide for the evaluation of the teachers employed in the school;
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board.

2 Role of the Teacher

The **School Act** (section 13) states a teacher, while providing instruction or supervision, must:

- provide instruction competently to students;
- teach the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- encourage and foster learning in students;

- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties assigned to the teacher by the principal or the board.

3 Program of Studies

A course or a program of studies is prescribed or approved by order of the Minister pursuant to section 25 of the **School Act**. It outlines the mandatory requirements of the course or program. Courses or programs of study under development will contain the following components:

- Philosophy and Rationale
- General Learner Expectations
- Specific Learner Expectations.

The **Program of Studies: Junior High Schools** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Some students placed in junior high schools may be working at the elementary school level or the senior high school level in one or more areas of learning. Junior high school staffs should be familiar with the **Program of Studies: Elementary Schools** and **Program of Studies: Senior High Schools** which are also available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

4 Curriculum: Documents and Activities

Information about curriculum support documents and activities is available from the **Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2984, Fax 422-3745) and the **Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 422-1947).

Documents available for purchase are listed in the **Buyers Guide** and are available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

5 Student Learning Resources

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic and most support learning resources are available from the **Learning Resources Distributing Centre.**

A 25% subsidy is applicable to basic learning resources that are purchased from the **Learning Resources Distributing Centre** by eligible or approved school authorities.

| a | **Basic Student Learning Resources** | Basic student learning resources are those resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or are the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video. |

| b | **Support Student Learning Resources** | Support student learning resources are those resources authorized by Alberta Education to assist in addressing some learner expectations of the course(s) or components of the course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video. |

Δ   **New information**

The LRDC has historically been carrying "support" student learning resources in stock. However, a major policy shift occurs April 1, 1992:

1. As of December, 1991 the LRDC carries authorized "support" student learning resources for at least one full fiscal year (April 1 to March 31) after authorization.

2. Commencing April 1, 1992 the LRDC will discontinue carrying authorized "support" student learning resources presently carried and listed in the **Buyers Guide** and supplements to November 8, 1991 where:

   - annual sales are 10 units or fewer (544 resources), and
   - there are a sufficient number of "basic" learning resources available.

3. Commencing April 1, 1993 the LRDC will discontinue carrying authorized "support" student learning resources after one full fiscal year (April 1 to March 31) if the:

   - actual sales are below 50 units, and
   - forecast of sales for the next fiscal year is also below 50 units.

However, the LRDC will continue to carry those learning resources that sell less than 50 if:

- there are an insufficient number of "basic" or other resources available, and
- student enrollment is very low.

The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

| c | Locally Developed/ Acquired Student Learning Resources | A local school authority may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the **School Act**.

In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels and criteria for instructional design. |

| d | Learning Resources for the Visually Impaired | The Materials Resource Centres (MRC) for the Visually Impaired in Edmonton and Calgary provide alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. For further information, contact: **Materials Resource Centre for the Visually Impaired - North, Main Floor, Edwards Building, 10053 - 111 Street, Edmonton, Alberta, T5K 2H8** (Telephone 427-4681, Fax 427-6683) or **Materials Resource Centre for the Visually Impaired - South, 15, 575 - 28 Street SE, Calgary, Alberta, T2A 6X1** (Telephone 297-4378, Fax 297-4365). |

6 Educational Technology Resources

Δ New section

Teaching and learning can be enhanced and improved through the use of educational technology resources. In designing learning experiences for students, consideration should be given to the use of technology to improve the quality of learning; provide more equitable opportunity and access.

The varied capabilities of educational technology resources are the key to their powers. Examples of educational technology resources used in schools are calculators, computers, audio/videotapes, print and non-print materials, film, radio and television. A number of newly developed educational technology resources have emerged for educational use in recent years. These include: networking, telecommunications, distance education, videodiscs, CD-ROM discs, hypermedia, multimedia, satellites, expert systems and interactive media.

The conventional educational technology perspective typically is a look at the hardware and software used by educators to teach students. A more inclusive perspective of educational technology and education is emerging that not only envisions technology as a teacher and student tool that can enhance teaching and learning, but also views educational technology as a force that can modify the way teaching and learning are carried out. Many educators have found educational technology has the potential to improve teaching and learning in areas, such as:

- imparting information and skills
- diagnosing and prescribing instruction
- motivating students to learn
- managing student progress
- managing learning resources
- planning curriculum and learning resources to meet students' needs
- helping students integrate and understand information

- evaluating
- problem solving
- providing guidance and career counselling
- modelling values and behaviours
- delivering education at a distance.

Over the years, a number of educational technology resource agencies have been established in Alberta to facilitate the development, delivery and implementation of educational technology resources. These agencies include: school libraries/ learning resource centres, district learning resource centres, regional film/learning resource centres, and the **ACCESS Network**. To adequately deliver educational technology resources to teachers and students, a well established network of delivery agencies should be available.

The educational technology resources area changes and evolves rapidly. Identifying trends is important to avoid costly mistakes in purchasing and training. For example, a recent summary of educational technology trends indicates:

- technology is facilitating a shift in student and teacher roles
- the computer is becoming the dominant educational technology
- many technologies are merging and/or interconnecting through the use of digital communication with the computer at the centre
- telecommunications (e.g., facsimile machines, satellite transmissions, audio teleconferencing, electronic messaging) and distance education are expanding at a fast pace
- school and private sector technology partnerships are increasing.

For further information on educational technology resources, applications, trends and planning, contact **Evaluation and Standards, Policy and Planning Branch, Planning and Information Services Division, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).

Appendices
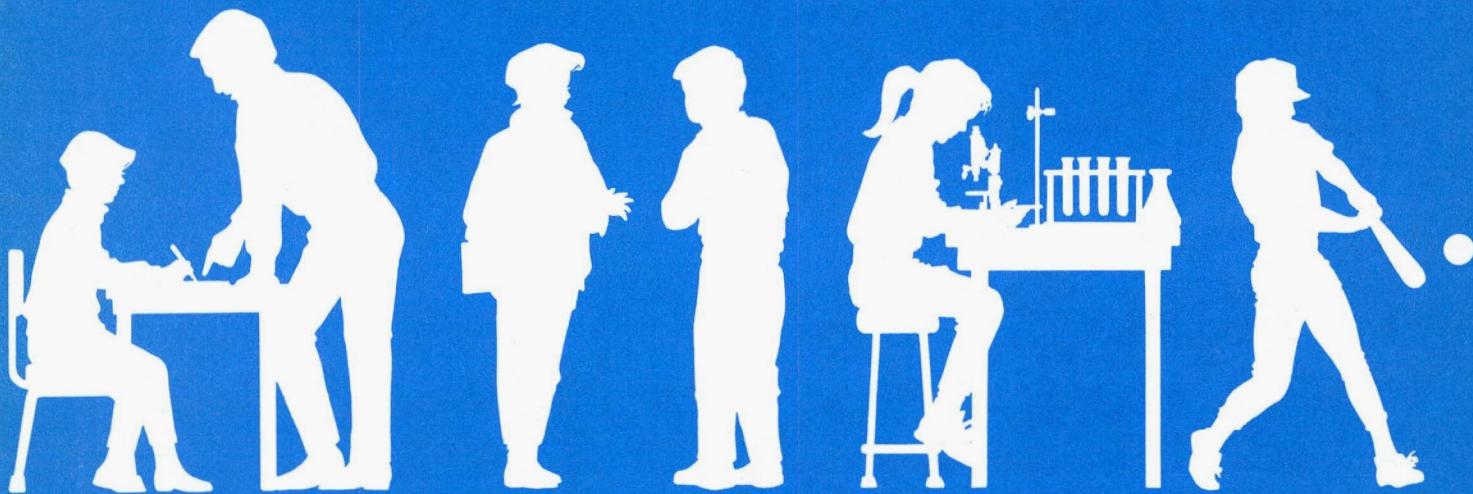
Appendix I: Alberta Education Curriculum Distributors

Curriculum resources are available through the following Alberta Education distributors:

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta, T5L 4X9
Telephone 427-2767
Fax 422-9750

Δ Updated
information

The LRDC annual **Buyers Guide,** and its supplements, is the only Alberta Education publication that lists all student and teacher resources authorized by Alberta Education for use in schools. However, the LRDC does not automatically carry all resources authorized by Alberta Education.

All products available from the LRDC have a cost recovery selling price. In addition to a comprehensive Information Section which provides ordering and LRDC business practices information, the **Buyers Guide** and supplements also provide the following types of information on each resource carried in stock:

- grade and subject
- grade or grade level of intended use
- language
- price
- author
- publisher
- year
- edition

The LRDC carries the following types of learning resources in stock:

- basic learning resources
- most student "support" learning resources
- teacher support documents such as teacher resource manuals and monographs
- Distance Education and Correspondence Education print and some non-print course materials
- French and other languages instructional materials
- Alberta Education legal, service and information publications (previously in Publications List)
- Programs of Study
- Pre-administered Grade 12 Diploma Examinations and Grades 3, 6 and 9 Achievement Tests
- some standardized texts

ALBERTA DISTANCE LEARNING CENTRE
Box 4000
Barrhead, Alberta, T0G 2P0
Telephone 674-5333
Fax 674-6588

- distance learning courses

ACCESS NETWORK
Media Resource Centre
295 Midpark Way SE
Calgary, Alberta, T2X 2A8
(Toll-free number for educators is 1-800-352-8293,
Fax 256-6837)

- audio-visual resources

- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice
packages, refer to the **ACCESS Network Audio-Visual Catalogue
1987, 1988 and 1989 supplements.**

Appendix II: Alberta Education Branch Addresses

The mailing address for branches of Alberta Education is:

Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

The following branch addresses are exceptions:

Alberta Distance Learning
    Centre
Box 4000
Barrhead, Alberta
T0G 2P0
Telephone: 674-5333
Fax: 674-6561

Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-0244
Fax: 422-2036

Calgary Regional Office
Room 1200, Rocky Mt. Plaza
615 Macleod Trail SE
Calgary, Alberta
T2G 4T8
Telephone: 297-6353
Fax: 297-3842

Edmonton Regional Office
7th Floor, Westcor Building
12323 Stony Plain Road
Edmonton, Alberta
Telephone: 427-2952
Fax: 422-9682

Mailing Address:

Edmonton Regional Office
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Education Response Centre
    - Edmonton
6240 - 113 Street
Edmonton, Alberta
T6H 3L2
Telephone: 422-6326
Fax: 422-2039

Education Response Centre
    - Calgary
5139 - 14 Street SW
Calgary, Alberta
T2T 3W5
Telephone: 297-4606
Fax: 297-5157

Grande Prairie Regional Office
12th Floor, 214 Place
9909 - 102 Street
Grande Prairie, Alberta
T8V 2V4
Telephone: 538-5130
Fax: 538-5135

Learning Resources Distributing
    Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9
Telephone: 427-2767
Fax: 422-9750

Lethbridge Regional Office
Provincial Building
200 - 5 Avenue South
Lethbridge, Alberta
T1J 4C7
Telephone: 381-5243
Fax: 381-5734

Red Deer Regional Office
3rd Floor West, Provincial
    Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8
Telephone: 340-5262
Fax: 340-5305

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